

DOCUMENT RESUME

ED 182 475

CE 023 986

TITLE A Study to Evaluate the Nineteen Regional Career Guidance Centers within Illinois. Final Report, February 1, 1979 through June 30, 1979.

INSTITUTION Educational Operations Concepts, Inc., St. Paul, Minn.

SPONS AGENCY Illinois State Office of Education, Springfield. Div. of Adult Vocational and Technical Education.

PUB DATE Jun 79

CONTRACT RD1-A9-257

NOTE 48p.: Some sections contain light type and will not reproduce well: For a related document see CE 023 985

EDRS PRICE MF01/PC02 Plus Postage.

DESCRIPTORS Career Education; Community Resources; Counseling Services; *Guidance Centers; Guidance Services; Interviews; Models; *Occupational Guidance; Personnel Evaluation; Program Administration; Program Development; *Program Evaluation; Program Improvement; Program Planning; *State Programs; Statewide Planning; Technical Assistance; *Vocational Counseling

IDENTIFIERS *Illinois

ABSTRACT

A study to evaluate Career Guidance Centers (CGCs) in Illinois resulted in both objective evaluation and in the provision of technical assistance for the regional centers. An epiphenomenon of the study activity was the development of a model for the evaluation of pilot site (exemplary) projects with the potential of its being transported to similar projects. Major activities of the study were orientation visitations, preparation of instrumentation for and conduct of onsite review team visitations, development of a statewide composite of findings from the nineteen individual evaluations, provision of technical assistance as part of a statewide conference of all CGC directors, and staff, and preparation and dissemination of various reports and products. Based on information obtained from on-site interviews, evaluations of each of the centers provided composite conclusions from which recommendations and suggested improvements were categorized according to five program components identified as essential to the success of CGCs: planning and evaluation, program management, vocational guidance and counseling programs and services, personnel, and community resources. More complete information is available in a related document (CE 023 985). (Appended exhibits include the CGC profile form and review team member handbook.) (YLB)

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ED182475

A STUDY TO EVALUATE
THE NINETEEN REGIONAL CAREER GUIDANCE CENTERS
WITHIN ILLINOIS
FINAL REPORT

STATE BOARD OF EDUCATION
Jack Witkowsky, Chairman
ILLINOIS OFFICE OF EDUCATION
Joseph M. Cronin, Superintendent

Department of Adult, Vocational and Technical Education

Springfield, Illinois

June, 1979

The Study to Evaluate the Nineteen Regional Career Guidance Centers Within Illinois (RD1- A9-257) was developed pursuant to a funding agreement with the Illinois Office of Education/Department of Adult, Vocational and Technical Education/Research and Development Section, 100 North First Street, Springfield, Illinois 62777. Opinions expressed in this Final Report do not reflect, nor should they be construed as policy or opinion of the State Board of Education/Illinois Office of Education or its staff.

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BODY OF THE REPORT

1.0 FINAL REPORT ABSTRACT

IOE/AVTE FUNDING AGREEMENT NUMBER: RD1-A9-257

OFFICIAL PROJECT TITLE: A Study to Evaluate the Nineteen Regional Career Guidance Centers Within Illinois

PROJECT DIRECTOR: Fred C. McCormick, Ph.D., President

FUNDED AGENCY: Educational Operations Concepts, Inc.

LOCATION: 1400 Brompton, Saint Paul, Minnesota 55108

TIME PERIOD COVERED: February 1, 1979 - June 30, 1979

OBJECTIVES OF PROJECT: Third-Party Evaluation Services: 1) To determine and document the extent to which the objectives of each Center are being accomplished; 2) to determine what factors are either enabling or precluding the accomplishments of these objectives; 3) to promote the inclusion of the successful aspects of each Center's operation into ongoing projects; and 4) to report evaluation findings in terms of commendations as well as recommendations for suggested improvements (utilizing action verbs), as a basis for future planning. Technical Assistance: 1) To coordinate with each Center's locally-directed evaluation process; 2) to assist in writing goals/objectives in consistent, measurable terms; 3) to assist in analyzing program data and in reporting/disseminating program progress and information; 4) to provide a composite of findings from all individual Center evaluations; 5) to support coordination with the staff development project for the Career Guidance Centers; and 6) to assist in other technical assistance efforts, as requested.

PROCEDURES OF IMPLEMENTATION: The evaluation study was proposed with three phases or components: 1) Third-Party Evaluation Services; 2) Technical Assistance; and 3) Accountability and Reporting. The project was coordinated with the staff development project for the Career Guidance Centers, with each Center's locally directed evaluation process, and utilized the IOE/AVTE on-site evaluation mode as a guide for the activity.

Individual and group interviews and other survey procedures were utilized along with a review of pertinent project documentation available at each of the Centers.

CONTRIBUTION TO VOCATIONAL & TECHNICAL EDUCATION: Results of the third-party evaluation and technical assistance activities are providing directions for the future growth and development of this local-state-federal partnership and in the twofold mission of the Career Guidance Centers: 1) to assist public and private educational and community-based agencies in the improvement of career guidance services for students, and 2) to provide specialized guidance services for out-of-school individuals.

PRODUCTS TO BE DELIVERED: Study products have included a Final Report, an Executive Summary, reports of the nineteen separate site review teams, a Composite of the Nineteen Site Reviews, and a Summary of Proceedings of Technical Assistance Activities. In addition, two evaluation instruments were developed: A Career Guidance Center Profile document and a Team Member Handbook (for Statewide Evaluation: Career Guidance Centers).

2.0 INTRODUCTION: PARTICIPANTS IN ACTIVITY

We are pleased to make available the Final Report of A Study to Evaluate the Nineteen Regional Career Guidance Centers Within Illinois. The Illinois Office of Education, Department of Adult, Vocational and Technical Education has established nineteen Career Guidance Centers for the purpose of facilitating vocational guidance and counseling programs and services within public and private educational and community-based agencies within Illinois.

This Final Report discusses the 1979 study and evaluation activities related to the nineteen regional career guidance centers for the purpose of program improvement. The data from which this report was developed was furnished by the nineteen career guidance centers, educational and community-based agencies within the nineteen career guidance center regions, and the state leadership.

The Study Team wishes to acknowledge the efforts of the Career Guidance Center Directors and staffs, including the twenty-five site review team members as well as the 372 educators, business, industry, labor, governmental and community-based organizations representatives who participated in the site review evaluation activities at the nineteen career guidance centers.

The Study Team also wishes to extend appreciation to a number of individuals associated with the Illinois Office of Education, Department of Adult, Vocational and Technical Education, for providing assistance and encouragement in the evaluation process: James R. Galloway, Assistant Superintendent; Dr. Peter Seidman, Research and Development Section; Dr. Ronald D. McCage, Manager, Research and Development Section; Lynn Troute, Joan Gardner and Dr. Donald Hanratty, Special Programs Sections; Dr. John S. Washburn, Assistant Manager and Dr. John A. Klit, Manager, Program Approval and Evaluation Section and the Regional Program Directors: Bonnie Maguire, Ed Palmer, Robert Wolanin, Kenneth Knell, Harold Finn, Bernard Quigley, Walter Bartz, Thomas Kissinger, and Philip Baird; Dr. Charles Joley, EIU Liaison Officer; Dr. Barbara A. Core, Career Guidance Center Leadership Training Project Director. Finally, the Study Team is grateful to Ms. Evelyn A. Brisson, for the excellent word processing and report-production services which she has provided for all of the study activities.

Paid participants in this activity were:

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3.0 STAFF EMPLOYMENT, UTILIZATION AND DEVELOPMENT

The study staff, as proposed, were utilized in the performance of a Study to Evaluate the Nineteen Career Guidance Centers within Illinois. Staff development activities included participation in the IOE/AVTE-funded Career Guidance Center Leadership Training Project. The Project Director also conducted technical assistance sessions as part of a statewide conference of all Career Guidance Center Directors and staffs.

In addition, two presentations were given at meetings held for the CGC directors. These presentations consisted of explanations of the evaluation process and review of the interview items in the Profile and Team Member Handbook. Before each on-site evaluation began, the team members were instructed in interviewing techniques and the type of data to be gathered.

Following the evaluations the on-site review teams were instructed in the development of the summary report including 1) the techniques for preparing the report and 2) the summary conference procedures.

4.0 FINAL PRODUCTS, INCLUDING CONFERENCE/ WORKSHOP SUMMARY

In addition to this Final Report, twenty-two (22) separate final products have been developed during the performance of this project. These are:

- Nineteen reports of site review teams, one for each of the regional career guidance centers within Illinois;
- A Composite of the Nineteen Site Reviews; and
- A Summary of Proceedings of Technical Assistance Activities, with limited distribution to the Career Guidance Centers and state-wide leadership.
- Executive Summary

These twenty-two products have been filed supplemental to this Final Report.

5.0 RESOURCE LISTING

All resources and/or other materials utilized in the performance of this study were provided by IOE/AVTE and the nineteen regional career guidance centers. No additional materials needed to be purchased. All final products and instrumentation are considered the property of the Illinois State Board of Education and have been delivered to the Department of Adult, Vocational and Technical Education.

6.0 ACCOMPLISHMENTS

• 6.1 Significant Findings

A number of significant findings have been reported in the course of the study activities. These are reported in the nineteen reports of the site review teams and in the Composite of the Nineteen Site Reviews, according to the following five program components:

- Planning and Evaluation;
- Program Management;
- Vocational Guidance and Counseling Programs and Services;
- Personnel; and
- Community Resources

• 6.2 Approved Project Objectives and their Accomplishment

A Study to Evaluate the Nineteen Career Guidance Centers within Illinois was designed to result in both (third-party) objective evaluation and in the provision of technical assistance for the nineteen Regional Career

Guidance Centers within Illinois.

The major objectives of the third-party evaluation services were four-fold as reported in each of the nineteen site reports:

- 1) To determine and document the extent to which the objectives of each Center are being accomplished;
- 2) to determine what factors are either enabling or precluding the accomplishments of these objectives;
- 3) to promote the inclusion of the successful aspects of each Center's operation into ongoing projects, and
- 4) to report evaluation conclusions in terms of commendations as well as recommendations and suggested improvements, (utilizing action verbs), as a basis for future planning.

The major objectives in providing technical assistance toward locally-directed evaluation process were six-fold and included:

- 1) To coordinate third-party evaluation services with each Center's locally-directed evaluation process;
- 2) to assist in writing goals/objectives in consistent, measurable terms;
- 3) to assist in analyzing program data and in reporting, disseminating program progress and information relating to the Centers;
- 4) to provide for a composite of findings from all the individual Center evaluations;
- 5) to support coordination with the staff development project for the Career Guidance Centers; and
- 6) to assist in other technical assistance efforts requested by state and regional Center personnel, including a follow-up to the on-site evaluation activities.

All of the major study objectives, as proposed, have been accomplished in providing both third-party objective evaluation services and technical assistance. An addition, a number of epiphenomena have been observed as resulting from project activities. These include increased Career Guidance Center staff interaction between/among centers, increased involvement of the CGC personnel in state-wide staff development activities, and the strengthening of relationships between Career Guidance Centers and their administrative agencies.

One epiphenomenon of this study activity was the development of a model for the evaluation of pilot-site (exemplary-type) projects which bears the potential of being transported to other similar-type projects, both within Illinois and beyond. The evaluation procedures were adopted and adapted from the (Illinois-developed) Three-Phase System for Statewide Evaluation. The goals of that Evaluation System are as follows:

- 1) To promote and assist with the development of quality programs and services at the local level;

- 2) to provide the Department of Adult, Vocational and Technical Education with data upon which better state-wide planning can be based; and
- 3) to help assure accountability of Federal and State funds allocated to local education programs, by way of the State Education Agency.

A summary of the major steps in the development of this model for the evaluation of pilot-site projects follows:

- 1) Orientation to the goals, objectives and activities of the state-wide leadership;
- 2) orientation to the goals, objectives, activities and personnel of the centers;
- 3) development of evaluation instrumentation (e.g., Career Guidance Center Profile and Team Member Handbook); see subsections 14.1 to 14.3, following;
- 4) development of a schedule for site-review team visitations;
- 5) development of documentation by each Career Guidance Center including completion of the Career Guidance Center Profile;
- 6) appointment of site-review teams;
- 7) orientation of site review team and Career Guidance Center director/staff/administrative agency personnel, on site;
- 8) conduct of each site review, utilizing structured interviews and review of documentation;
- 9) conduct of summary conferences at each Career Guidance Center, with site review team, Regional Vocational Director, CGC personnel and administrative agency personnel in attendance;
- 10) completion of reports of the site review teams;
- 11) Provision of technical assistance, based on evaluation activities and results, for both CGC personnel and state-wide leadership; and
- 12) documentation of all evaluation and technical assistance activities and results in the Final Report, including the Composite of the Nineteen Site Reviews.

A number of suggestions for the future utilization of this model, are:

- 1) Continue to provide on-site evaluation teams composed of personnel from other Career Guidance Center regions, as well as Third-Party evaluator personnel;
- 2) Consider allowing more time for the performance of the entire span of site reviews, as well as for each of the site reviews, itself. Consider a three-day site review period, and a minimum of nine months for the accomplishment of all the site reviews;
- 3) Continue to involve the Regional Vocational Directors at the site summary conferences;
- 4) Consider attendance by a Career Guidance Center State Leadership person at each of the site summary conferences; and
- 5) Consider notifying the Career Guidance Center whenever summary conferences are being held for occupational education on-site reviews within a Career Guidance Center region.

7.0 MAJOR ACTIVITIES AND EVENTS

Following meetings at IOE/AVTE in Springfield for negotiating and revising the Funding Agreement, during the period January 29-30, 1979, the following major activities have been completed:

- Initial orientation visitations to Career Guidance Centers, Regions 15 and 16, during the period February 15-16, 1979;
- Attendance at the CGC Directors Staff Development Workshop, in Peoria, during the period February 20-21, 1979, at which an orientation to the evaluation study was presented to the CGC Directors and the statewide leadership;
- Attendance at the Illinois Vocational Association Convention, in Peoria, during the period February 22-23, during which study inputs were received and project staff planning was accomplished;
- Orientation visitations to Career Guidance Centers, Regions 1-10, during the period February 26 - March 2, 1979;
- Attendance at the Competency-Based Counselor Staff Development Workshop, in Springfield, during the period March 7-8, at which a follow-up presentation was made to the Career Guidance Center Directors. A memorandum and request for data forms

were also distributed to each of the Career Guidance Center Directors. See Section 14.3 following. The request for data forms included:

- Schedule of Available Dates (March-June, 1979);
- Potential/Proposed Personnel to be interviewed; and
- Potential/Proposed Team members who might serve with an on-site evaluation team in another region;
- Orientation Visitations to Career Guidance Centers, Regions 11-19, and project staff work conference, during the period March 26-31;
- Development of instrumentation for use in preparation for, and conduct of, the on-site review team visitations in each of the nineteen Career Guidance Center Regions. These documents are titled, Career Guidance Center Profile and Team Member Handbook: Three Phase System for Statewide Evaluation: Career Guidance Centers;
- Participation in Career Guidance Center Directors Workshop at Makanda, Illinois during the period April 25-26 at which time a major presentation on CGC Evaluation was presented by the Project's Study Team;
- Performance of individual Career Guidance Center on-site team visitations, including summary conferences and drafting of on-site review reports during May and June, 1979;
- Development of a statewide composite of findings from all individual Career Guidance Center evaluations;
- Follow-up and summary conferences with IOE/AVTE State Leadership;
- Conferences with each CGC site as a follow-up to the on-site review team visitation;
- Provision of technical assistance, coordinated with each Centers locally-directed evaluation/planning process, as part of a statewide conference of all Career Guidance Center Directors and staffs;
- Drafting of the Final Report, and Executive Summary, for review by IOE/AVTE; and
- Completion and production of Final Report.

8.0 PROBLEMS

No major problems have been encountered in the performance of this study. The project has been one which is particularly demanding in terms of on-site travel, time commitment and report production. The excellent cooperation and assistance afforded the Study Team by the Career Guidance Centers as well as the IOE/AVTE State Leadership (Research and Development, Special Programs, as well as Planning and Evaluation Sections) was a key to the elimination of any potential problems inherent in this type of time-and energy-consuming activity.

9.0 PUBLICITY ACTIVITIES

The major publicity efforts relating to the study were channeled via each of the nineteen regional Career Guidance Centers within Illinois. Awareness regarding evaluation activities was heightened by way of articles in periodic Career Guidance Center Newsletters and communications to Administrative Agencies and Advisory Councils.

10.0 DISSEMINATION ACTIVITIES (INCLUDING METHODS AND RECIPIENTS)

Each of the nineteen reports of the site review teams has been disseminated to the respective Career Guidance Center evaluated. Each Center has, in turn, disseminated copies of its report to administrative agency personnel, advisory council, and other clientele within the Career Guidance Center region. The State Leadership was also provided copies of each of the nineteen reports; and individual report copies are also being shared between and among Career Guidance Center staffs. The Summary of Proceedings of Technical Assistance Activities is being disseminated to each of the nineteen Career Guidance Centers, and to the State Leadership, in limited quantities.

This Final Report and Executive Summary and the Composite of the Nineteen Site Reviews are each being provided in quantities to be disseminated by IOE/AVTE. It is recommended that the dissemination plan (both within Illinois and beyond) for these products be as follows:

Group Name

- Illinois State Board of Education (including IOE/AVTE and its sections)
- Career Guidance Centers
- Administrative Agencies of Career Guidance Centers
- Educational Service Regions
- Area Vocational Centers
- Illinois Community College Board
- State Directors of Vocational Education
- Program Service Teams
- University Liaison Council Members
- State Advisory Council for Vocational and Career Education

- Illinois Vocational Association and Affiliates
- East Central Curriculum Management Center (ECCMC)
- National Center for Research in Vocational Education (NCRVE) and State Vocational Education Coordinating Unit (RCU) and including the Educational Resources Information Center (ERIC) and Resources in Education (RIE)
- National Dissemination Leadership Project (NDLP)
- National Diffusion Network (NDN)
- Research and Development Exchange (RDX)

The nineteen reports of the site review teams, the Composite of the Nineteen Site Reviews, the Executive Summary and the Proceedings of the Technical Assistance Activities have been filed supplemental to this Final Report. All other report and instrumentation documents are included in Section 14.0 (Exhibits) of this Final Report.

In addition, the Final Report may be utilized in a variety of ways by the Career Guidance Centers, by IOE/AVTE and other State/Regional Agencies, and by the Federal Establishment. Some suggestions follow:

- Career Guidance Centers:
 - A program improvement tool;
 - A feedback to Administrative Agencies/Advisory Councils;
 - An aid to understanding how program components interact to meet overall objectives;
 - Identification of need(s) for technical assistance;
 - Accountability; and
 - Statewide Leadership Training for GCG staffs.
- IOE/AVTE and other State/Regional Agencies
 - Program improvement tool (Composite);
 - Accountability; and
 - A review and possible revision among the Career Guidance Center Network goals, objectives, and activities.
- Federal
 - Federal/National Dissemination;
 - Model Development and/or modification and replication in other states; and
 - Determination of impacts of Federal legislation.

11.0 RESOURCE PERSONS

Resource persons associated with the study activities were the State Leadership for Career Guidance Centers, the nineteen Career Guidance Centers, and personnel in each of the Career Guidance Center regions who served either

as on-site review team members in another region or as interviewees within their "home" Career Guidance Center region. Some 372 educators, business, industry, labor, governmental and community-based organization representatives participated in site review evaluation activities at the nineteen career guidance centers. They are:

- Nine Vice Presidents for Student Affairs
- A Superintendent of Schools
- Two Vocational Education Coordinators
- Eighty-eight School Counselors
- Two Assistant Superintendents of Schools
- Seventeen Community-based Agency Counselors
- A Job Placement Director
- Five CETA Administrators
- A COVEE Director
- An Economic Opportunity Council Member
- Three Vocational Education Teachers
- A Commercial Education Company Officer
- Thirty-nine Career Guidance Center Staff Members
- A Council on Aging Coordinator
- A Area Coop Director
- A Chamber of Commerce Executive
- An Association for Low Incidence Handicapped Administrator
- A Data Processing Director
- A Jobs for Progress Director
- Three Elementary Principals
- Four Unit Superintendents
- An Assistant Superintendent
- Two Guidance Coordinators
- Two Migrant Council Coordinators
- A Program Services Team Member
- Two Adult Education Service Center Coordinators
- A Career Guidance Program Developer
- Two College Presidents
- A Retired Senior Volunteer Program Director
- A Prevocational Coordinator
- A Career Exploration Teacher
- Two Special Education Teachers
- A Department of Corrections Staff Person
- A School Librarian
- An Educational Improvement Center Administrator
- Four Community-based Agency Administrators
- An Urban League Executive
- An Industry/Labor/Education Council Director
- A Focus on Women Facilitator
- A Career Developer-Correctional Services
- An Explorer Scout Executive
- An Apprenticeship Representative
- A Learning Resource Center Administrator
- A Public Aid Manager
- A Coop and CWT Coordinator
- A Dean of Instruction
- Fifteen Education Service Regional Superintendents
- Seven Education Service Regional Assistant Superintendents
- Thirteen Administrators of Area Vocational Centers
- Three Administrators of Area Career Centers
- Eighteen High School Principals
- Three High School Assistant Principals
- A Middle School Teacher
- Thirteen Business and Industry Personnel
- A Labor Representative
- A Public Librarian
- Five CETA Staff Members
- Two Division of Vocational Rehabilitation Personnel
- Three University Professors
- A Staff Member of Office of Regional Superintendent
- A Representative of Building and Construction Trades
- A Representative of Contractors Association
- Twenty Community College Administrators
- Seven Illinois Personnel
- Thirteen College Guidance Counselors
- A Deferred Prosecution Staff Member
- An Elementary Career-Education Coordinator
- Six High School Career-Education Coordinators
- Three College Career-Education Coordinators
- A Vocational Evaluator
- A Vocational Project Assistant
- Seven College Career Planning and Placement Directors
- A Community Resource Coordinator

- An Adult Re-Entry Staff Member

- A Bilingual Program Staff Member
- A Probation Agency Director

12.0 SUMMATIONS OF EVALUATION DATA COLLECTED

Summations of evaluation data collected are found in the products associated with these study activities. These are:

- Reports of nineteen separate site review teams;
- Composite of the Nineteen Site Reviews;
- Career Guidance Center Profile documents prepared by each of the Centers prior to its on-site team review visitation; and
- Executive Summary.

13.0 CONCLUSIONS AND RECOMMENDATIONS

Major study conclusions represent the composite conclusions of the 1979 evaluations of the Illinois Career Guidance Centers. The study's conclusions and recommendations for improvement of the centers are based upon the evaluations of each of the nineteen centers, using information obtained from a variety of interviews at each center. With few exceptions, individuals interviewed voiced similar views in terms of strengths and areas of suggested improvement. Consequently, conclusions drawn were based on a substantial agreement among the interviewees.

Conclusions, recommendations, and suggested improvements have been categorized according to five program components, which have been identified as essential to the success of Career Guidance Centers. Full statements of conclusions, recommendations, and suggested improvements are provided in A Composite of the Nineteen Site Reviews of the Career Guidance Centers Within Illinois, filed supplemental to this report. Those conclusions and recommendations identified as being rated top priority items for action are discussed here according to the five program components, as reflected in the Composite.

- Planning and Evaluation;
- Program Management;
- Vocational Guidance and Counseling Programs and Services;
- Personnel; and
- Community Resources.

• 13.1 Planning and Evaluation

Effective development of any program depends on formal structured planning and evaluation. The Career Guidance Centers have identifiable goals with about two-thirds of the CGCs having measurable objectives to

meet those goals. The Career Guidance Centers have surveyed agencies to be served as to their individual needs with varying results. Evaluations have been conducted after each inservice activity. Further development of measurable objectives and means to evaluate progress toward the accomplishment of those goals are currently being considered by the Centers.

Most Centers are to be commended for the extent to which they have been able to meet their goals and existing plans to accomplish other goals. All have taken significant steps toward meeting the all-inclusive goals of PL94-482 as evidenced in the Composite Accountability Report for the period October 1978 - March 1979.

The Career Guidance Centers need more involvement of advisory councils in their planning processes during the next year of operation. The past year has been spent building a firm foundation. Now it is time to build on this foundation.

There is also a need for a consistent mode of reporting (based on the quarterly reporting which has been developed by the state leadership) from each of the Career Guidance Centers to IOE/AVTE. In addition, a position statement regarding the Illinois Career Guidance Centers needs to be developed. It should address the issues identified in the course of the evaluation activities, and serve to define the statewide role and recommended structures of the Career Guidance Centers. The impacts of the Career Guidance Centers also need to be documented statewide.

Consideration should be given to the development of one and five year plans for each Career Guidance Center and for the statewide Career Guidance Center network as well. The Career Guidance Centers need to continue to share examples of planning and evaluation activities within the statewide network, including current goals and objectives.

Those Planning and Evaluation recommendations identified as being rated top priority items for action and the conclusions associated with them are:

CONCLUSIONS

- * a. All Career Guidance Centers have developed relevant goals, most of which are in the process of being accomplished.
- b. About one-third of the Centers do not have measurable objectives nor do they have time tables which will guide them in the planning of their activities.
- * Each Career Guidance Center has utilized one or more of the following evaluation activities: follow-up studies, needs assessments, resource surveys, personal interviews, workshop/inservice evaluations, Advisory Council input, and placement surveys.

RECOMMENDATIONS

- * a. Encourage each Career Guidance Center to share examples of measurable goals with other Career Guidance Centers.
- b. Review individual center goals and prepare measurable objectives for each goal, including times for initiation and completion.
- * Continue to evaluate activities and determine needs of clients in order to increase level of effectiveness.

CONCLUSIONS

- * Evaluation results have been communicated to both the local administrative agencies and to the state funding agency, with IOE/AVTE Regional Vocational Directors involved.
- * Two major services which the participating agencies in all regions found invaluable and would seriously affect their programs, (if discontinued) are:
 - Technical Assistance for selection, inservice, and implementation of programs.
 - Sources of information to answer questions concerning resources.
- * a. The Career Guidance Center staffs have developed a planning process which includes: determining needs, identifying and selecting programs/services available to meet the needs, determining methods of providing the program/service, and evaluating the program/service.
- b. A majority of the centers have utilized input by clients and members of the Advisory Council.
- * Site Review Teams found a need for a continuing mode of reporting from each of the Career Guidance Centers to IOE/AVTE based on the quarterly reporting which has been developed already.
- * The Career Guidance Center Director/Staffs have expressed a need for a position statement regarding the Illinois Career Guidance Centers.

RECOMMENDATIONS

- * a. Continue to involve Regional Vocational Directors regarding planning and evaluation outcomes.
- b. Continue to determine impacts of Career Guidance Center programs and services, on a state-wide basis.
- * a. Continue to provide and develop the technical assistance and identification of resources which can be shared by guidance counselors in each region and across the state.
- b. Continue to develop newsletters as a regular communication mechanism and as frequently as needed to keep LEAs and Community-Based Agencies informed.
- * a. Consider the development of one and five-year plans for each Career Guidance Center and for the statewide Career Guidance Center network as well.
- b. Increase the involvement of the Advisory Council in the development of future plans.
- * Continue to develop data/information communication bases with common definitions/formats to document who is being served and how.
- * Work quickly to develop a position statement, including:
 - address the issues identified in the course of the evaluation activities,
 - define the statewide role and recommended structures of the Career Guidance Center,
 - document the impacts of the Career Guidance Center structures.

• 13.2 Program Management

Effective management will determine how much, how effectively and at what cost, a program can be implemented. Therefore, it is important that the management of the Career Guidance Centers be reviewed. Basically the administrative agencies have encouraged flexibility of the Career Guidance Centers and kept themselves aware of the Centers' activities.

The administrative agencies and clients are supportive of the centers. Most do not have the funds to fund the Centers fully, but have provided limited "in-kind" support.

Some of the Centers have utilized outside supplemental funding, such as CETA, to help defray staff and program costs.

It is a significant finding that the clients feel the Centers provide an important and needed service, by their being willing to share whatever support is available to them. The statewide leadership in IOE/AVTE has been supportive, helpful and innovative in assisting the Centers.

The Career Guidance Centers collectively need a statewide system for data/information collection, analysis and reporting (i.e., a management information system). It should be based on the premise that regional, statewide and Federal data/information can aid in answering similar questions and utilizing different levels/aggregations of data.

Five major statewide issues emerged, as related to program management. These are:

- Boundaries of Career Guidance Center regions;
- Locations of Career Guidance Centers within their Career Guidance Center regions;
- Funding patterns (i.e., regionalized funding vs. local LEA/eligible recipient funding) for Career Guidance;
- Determination of the most suitable type of administrative agency for Career Guidance Centers; and
- Actual or potential duplication of efforts between the Centers and other regional/statewide agencies and organizations both within IOE and beyond.

Those program management recommendations identified as being rated top priority items for action and the conclusions associated with them are:

CONCLUSIONS

- * a. The administrative agencies of more than three-fourths of the CGCs have a high level of understanding of their Center's methods for the delivery of services to agencies.
- b. In a majority of Career Guidance Centers, the administrative agencies are to be

RECOMMENDATIONS

- * a. Continue to explore and define optimum relationships and liaisons between Career Guidance Centers and their administrative agencies.
- b. Explore and define optimum relationships and liaisons between Administrative agencies

CONCLUSIONS (CONTINUED)

commended in that they have not constructed any barriers to the outreach function of the Career Guidance Centers.

- * a. The Centers have been developing excellent communications with the agencies they service. In more than three-fourths of the regions, the centers have effected new relationships and/or improved existing relationships among agencies.
- * At all Centers, public relations depend to a large degree on the personal contacts and interpersonal relationships generated by the Career Guidance Center staff.
- * All Centers are to be commended for the excellence in operational effectiveness and IOE/AVTE is commended for allowing flexibilities in program management.
- * Site Review Teams found that the Career Guidance Centers collectively need a statewide system for data/information collection, analysis and reporting, i.e., a Career Guidance Center Management information system.
- * Five major statewide issues emerged as related to program management, in the course of the evaluation activities. These are:
 - a. Boundaries of CGC regions;
 - b. Locations of Career Guidance Centers within their CGC regions;
 - c. Determination of the most suitable type of CGC Administrative Agency;
 - d. Funding patterns (i.e., regional funding vs. funding for Career Guidance Services via LEA or eligible recipient, locally); and

RECOMMENDATIONS (CONTINUED)

and IOE/AVTE.

- * a. Continue the liaison activities with all clients served.
- b. Continue to provide technical assistance, requiring the provider (CGC) to engage in creative problem-solving relating to specific needs.
- c. Consider a CGC Newsletter distributed yearly by IOE/AVTE.
- * Develop a public relations plan of action to insure uniformity of coverage.
- * Continue to provide strong state leadership and guidelines with some flexibilities in regional delivery systems.
- * Continue developing a CGC-MIS, based on the premise that regional, statewide and Federal data/information can aid in answering the same questions, utilizing different levels/aggregations of data.
- * Continue the program management patterns, relating to these five major statewide issues, without major changes, and as they are being implemented according to the initial design for Career Guidance Center operations and management.

CONCLUSIONS (CONTINUED)

- e. Actual or potential duplication of efforts between the CGCs and other statewide/regional agencies and organizations, both within and beyond IOE.

Evaluation findings included supportive documentation which would suggest that Career Guidance Centers can operate well within the currently defined boundaries and locations of Career Guidance Centers, themselves (a and b above); the LEAs, ESRs and Community Colleges all appear to be equally good CGC Administrative Agencies, with the Community Colleges being the most suitable post-secondary institutions, because of their mission and range (abilities and ages) of clientele served (c above). Further, good support exists for funding Career Guidance Center services regionally (vs. only locally) as the most cost effective, efficient and coordinated system (d above). Finally, the Career Guidance Centers were found engaged in programs and services not duplicative of other regional/statewide agencies or organizations, but are indeed providing a coordinated and cooperative structure for sharing other resources available throughout the regions (e above).

- * The Statewide leadership (Special Programs and Research and Development Sections) has provided excellent and supportive assistance to the Career Guidance Center Directors and staffs. They have sought to involve all sections of IOEas appropriate. They have been very supportive and helpful to the Third-Party evaluation activities. They have also been developing meaningful and informative accountability reporting procedures for the Career Guidance Centers.

RECOMMENDATIONS (CONTINUED)

- * Continue to encourage these excellent sources of leadership, support and innovation.

• 13.3 Vocational Guidance and Counseling Programs and Services

The quantity and quality of technical assistance as well as programs and services provided LEAs and CBAs, will affect the total programs offered students and other clients in the future.

The Career Guidance Centers have been highly complimented for the assistance given to LEAs and CBAs in selecting, implementing, developing and evaluating career guidance programs.

The Centers are to be complimented on the number of topics they have addressed and the accomplishments they have made. There is still much work to be done; however, there has been evidenced a good beginning.

It should also be emphasized that each Career Guidance Center has developed somewhat different programs and services in attempting to address and fulfill regional needs; thus, each Career Guidance Center does not necessarily provide all areas of special programs and services.

The Career Guidance Centers need to encourage development of a statewide model program which will allow each local agency to set goals, evaluate its current range of programs and services, and then develop or modify services to meet the total range of career development needs of participants.

If the Career Guidance Centers were not funded, some programs might be able to remain operational, but the major functions of catalysis, "neutral" convenor, facilitator and coordinator would surely not be in evidence.

A most critical need/issue yet in the process of being resolved as part of the understood and accepted missions of the Career Guidance Centers is placement. The role of the Career Guidance Center should be encouraged and strengthened as a coordinator of placement activities, thus indirectly assisting clients in this challenging task area, which requires time and effort in varying amounts.

Those recommendations for this program component identified as being rated top priority items for action and the conclusions associated with them are:

CONCLUSIONS

- * The Career Guidance Centers are to be commended for the high level of useage by those persons aware of programs and services available through the Centers.
- * The Career Guidance Centers have found a need to develop a statewide model program which will allow each local agency to set goals, evaluate its current range of programs and services, and then develop or modify services to meet the needs of participants.

RECOMMENDATIONS

- * a. Continue to work with high users, but develop strategies which will encourage new clients to use resources and services.
- b. Identify and emphasize state office-preferred activities and services as well.
- * Involve the statewide CGC network, IOE/AVTE, and other key agencies/persons in providing input and assistance (taking into consideration the "career development" theory of growth/learning

CONCLUSIONS (CONTINUED)

- * A most critical need/issue, in the process of being resolved as part of the understood/accepted missions of the Career Guidance Centers, is placement, a challenging task area which does take time and effort in varying amounts depending upon the level of emphasis to be developed. It is also a vocational education function mandated by the Federal Establishment.
- * Each of the nineteen Career Guidance Centers has developed a number of successful practices, as well as programs, services and concepts.

13.4 Personnel

Career Guidance Center directors, administrative agents, community clients and resources must continue to work together in order to develop a comprehensive, effective program.

The Career Guidance Center staff are serving their regions effectively according to the interviewees. The staffs are well-qualified educationally and with work experiences outside of education.

Most staff development has taken place through state-developed programs and inservices provided by individual LEAs and other agencies, in the Career Guidance Center regions. These activities should be continued with greater involvements in their planning and implementation by the Career Guidance Center Directors and staffs themselves.

Since the Career Guidance Center staffs are small in number and since Illinois is a large state, the Career Guidance Centers need to explore ways to stretch the efforts of the staffs. The greater use of telephone communication and the formalizing of cooperative efforts between/among all nineteen centers can help in this area.

That Personnel recommendation identified as being rated top priority item for action and the conclusion associated with it is:

CONCLUSIONS

- * The statewide staff development sessions for Career Guidance Center Directors/staff are an

RECOMMENDATIONS (CONTINUED)

as the basis for career guidance and career education program goals).

- * Encourage and strengthen the role of the Career Guidance Centers as coordinators of placement activities, thus indirectly assisting clients to select and assess educational programs which prepare them to enter and advance in jobs.
- * Emphasize the continued building of successful programs, services, and concepts at each center as well as from one CGC to others within the nineteen-center network.

RECOMMENDATIONS

- * a. Continue these sessions, at least bi-monthly, throughout the 1979-80 operational year;

CONCLUSIONS (CONTINUED)

excellent and necessary vehicle for statewide operation of the Career Guidance Centers. The Career Guidance Center Directors/staffs are an unusually mature group, able to inservice themselves.

RECOMMENDATIONS (CONTINUED)

- b. Continue to involve the Career Guidance Center Directors/staff in their planning and implementation along with the statewide leadership and outside technical assistance;
- c. Rotate meeting locations, utilizing meeting locations at various CGCs, as possible and feasible;
- d. Provide ample contact/communication time between/among CGC staffs; and
- e. Provide ample time for CGC staff to make presentations to each other.

13.5 Community Resources

The use of community resources by guidance personnel to help them function more adequately in the career guidance areas, has been enhanced by the Career Guidance Centers. Plant and facility tours for teachers or students, guest speakers, cooperative placement activities, are a few examples of community involvement in career guidance. In addition, the Career Guidance Centers have coordinated programs and services within the community and have provided community resources for inservice activities.

The use of community resources as members of the Advisory Councils provides a balanced number of members from business, labor, industry, government and education. Once on the Advisory Council, members should be involved in the planning and evaluation processes. Such involvement is an important part of operating an effective Career Guidance Center. The Career Guidance Center staffs need assistance in the selection and use of the Advisory Councils.

The Career Guidance Center Network is now ready to provide promising communications and new/extended services for the IOE and its Department of Adult, Vocational and Technical Education. The Career Guidance Center Network is an in-place mechanism for statewide implementation(s).

The IOE/AVTE might be assisted in providing statewide leadership for the CGCs by establishing a statewide Advisory Council for Career Guidance Centers.

The Career Guidance Centers can accomplish much by seeking the cooperation of other agencies in the region, e.g., the community colleges and the area vocational centers.

There is a further need for a statewide public relations plan to heighten awareness of the CGC resources network throughout Illinois.

Those Community Resources recommendations identified as being rated top priority items for action and the conclusions associated with them are:

CONCLUSIONS

- *More than half of the Career Guidance Center Advisory Councils tend to be made up of a majority of educators and community-based agency people with smaller representation on the part of business, industry and labor.
- *There are promising communication and servicing potentials for the Illinois Office of Education in the establishment of the CGC network throughout Illinois. The Career Guidance Center network is an in-place mechanism for statewide implementation(s).
- *There is a need for a statewide public relations plan to heighten awareness regarding existence of regional Career Guidance Centers throughout the state.

RECOMMENDATIONS

- * Make special efforts to include more representatives of business, labor and industry, and develop state-wide guidelines for accomplishing these special efforts.
- * Look for ways to take advantage of the network, including significant ways of using the resources and outreach functions of the centers, as well as assisting in the dissemination of IOE/AVTE products/services/processes, via regionalized approaches.
- * Design and operationalize state-wide and national public relations efforts on behalf of the Illinois regional Career Guidance Centers.

13.6 Policy Recommendations

The evaluation of programs and services is an important link in the processes of program improvement and future program development. The evaluators of the Illinois Career Guidance Centers have found evidence of many major strengths as well as some areas needing review in reporting conclusions, recommendations, and suggested improvements, according to the five major program components, as they affect the agencies and clientele being served, and as they relate to IOE/AVTE, both regionally and state-wide. A number of IOE/AVTE-related policy recommendations are offered, as well as suggestions for future activities, as a result of the study activities and results. *It is essential that in the formation of policies, recommendations for which follow, the nineteen site review reports be consulted, since they alone provide the evaluation data upon which the Composite of the Nineteen Site Reviews, and these policy recommendations have been based.*

• Policy Recommendations

The following policy recommendations are presented for the consideration of IOE/AVTE:

- 1) Request that all interested personnel (both within IOE/AVTE and beyond) review this report and its associated products thoroughly;
- 2) Plan to discuss the study results within appropriate sections of IOE/AVTE and with the IOE/AVTE Administrative Council. The study project director will be available to provide any additional technical assistance desired during this period;

- 3) Identify areas for program improvement which need priority attention and formulate a plan for improvement (priorities of recommendations have been established in the conclusions/recommendations section of this report);
- 4) Incorporate the plan for improvement into the Career Guidance Centers short (one-year) and long-range (five-year) planning, including programmatic and management priorities of the State Leadership and any Career Guidance Center leadership training efforts undertaken;
- 5) Extend the continuation of funding for Career Guidance Centers, through the 1981-82 year, with on-site and state-wide evaluation activities being conducted during the 1980-81 year as a follow-up to the current study, including opportunities to assess results of recommendations and suggested improvements which have been made herein. Continue long-range planning for the 1982-86 period, based on those evaluation results, and on the one and five year planning efforts state-wide and for each Career Guidance Center. Continue evaluation efforts focused according to the five major statewide issues which have emerged, as related to program management. (See sub-section 13.2, preceding).
- 6) Involve other departments of the Illinois State Board of Education, as well as other state-wide and regional agencies, as appropriate and feasible;
- 7) Continue to develop accountability and data/information systems for documenting who is being served and how;
- 8) Utilize statewide and national dissemination networks for documenting the accomplishments and potentials of the Illinois Career Guidance Centers, as a mechanism for continuing to gain support, including funding, both within Illinois and beyond;
- 9) Continue to develop Career Guidance Center evaluation activities according to the excellent (Illinois-developed) Three-Phase System for Statewide Evaluation. Include Career Guidance Center programs and services (as well as their impacts) in the statewide and locally-developed feedback mechanisms associated with the local occupational education evaluations; and
- 10) Consider and appreciate the strengths of the concept of the Illinois Career Guidance Centers, as well as the accomplishments and potentials of a Career Guidance Center Network within Illinois, in implementing these policy recommendations, and as part of future operations and planning.

In this context, a quotation from Victor Hugo is appropriate:

"Greater than the tread of mighty armies is an idea whose time has come."

14.0 EXHIBITS

- 14.1 Career Guidance Center Profile
- 14.2 Team Member Handbook
- 14.3 Other materials preparatory to on-site reviews of the Career Guidance Centers.

14.1

CAREER GUIDANCE CENTER PROFILE

Five program components have been adapted to meet the need for evaluating each of the Career Guidance Centers by an on-site review team. These components are:

- Planning and Evaluation;
- Vocational Guidance and Counseling Programs and Services;
- Personnel;
- Program Management; and
- Community Resources

Your providing the information requested in this Career Guidance Center Profile and having copies ready for all members of the on-site Review Team, upon arrival, will be helpful to the Team, both for orientation purposes and throughout the duration of the on-site review team visitation. Thank you.

REGION: _____
CAREER GUIDANCE CENTER PROFILE

PLANNING AND EVALUATION

1. Provide a listing of the goals and measurable objectives of the Career Guidance Center. (May be copy of proposal.)
2. List local evaluation activities that have been planned and implemented.
3. List activities that have been planned and/or implemented as a result of a needs assessment, follow-up study, etc.

VOCATIONAL GUIDANCE AND COUNSELING PROGRAMS AND SERVICES

1. List all public and private educational agencies which are serviced by the Career Guidance Center.
2. List activities provided counselors to assist special target populations.
3. Identify availability, adequacy and location of current career information for dissemination or circulation by the Career Guidance Center
4. List any unique programs provided by the Career Guidance Center.

PERSONNEL

1. List any personnel development activities provided for the Career Guidance Center staff.
2. Provide information on the general qualifications of the Career Guidance Center staff.

CAREER GUIDANCE CENTER PROFILE (CON'T)

2. (con't)

	Director	Assistant	Support Staff Members
a. No. of Years			
1. Teaching	_____	_____	_____
2. Guidance & Counseling	_____	_____	_____
3. Administration	_____	_____	_____
b. No. of years outside of educational agencies in teaching/counseling	_____	_____	_____
c. No. of years work in other areas	_____	_____	_____

PROGRAM MANAGEMENT

1. Provide a copy of the administrative structure identifying the position of the Career Guidance Center staff.
2. List types of commiques used between the Career guidance Center and various agencies.
3. Itemize the types and number of public relation activities used to publize the Career Guidance Center.
4. Provide a brief summary of how funds have been used and identify areas where additional funds are needed.

COMMUNITY RESOURCES

1. List the members of the advisory committee and the community segment they represent.
2. List specific tasks of the advisory council.
3. List ways the Career Guidance Center has identified and utilized community resources
4. Identify any community resources/services which the Career Guidance Center coordinates between agencies.

14.2

THREE PHASE SYSTEM
for STATEWIDE EVALUATION:
CAREER GUIDANCE CENTERS

TEAM MEMBER
HANDBOOK

AN OVERVIEW FOR TEAM MEMBERS

UTILIZING THE TEAM MEMBER HANDBOOK

The Three Phase System for Statewide Evaluation of Occupational Education Programs differs slightly from other more traditional systems in its approach to evaluation. The Three Phase System emphasizes the evaluation of the quality of occupational program (Career Guidance Center) and its component parts. Five program components have been identified as essential to the success of the total career guidance center. Included in this handbook are guidelines to be used in gathering data for each of these five components.

The five program components have been adapted to meet the need for evaluating the Career Guidance Centers. Each of the components in this handbook is divided into two sections: Primary Goal and Interview Tasks. The overall goal of the interview for each component is expressed in the Primary Goal section. The Interview Tasks section comprises more specific objectives which you as the interviewer, will want to achieve during each interview.

COMPONENT AND GOAL

PLANNING AND EVALUATION - Determine the adequacy of the planning and evaluation processes utilized within the agency and the products of those efforts.

VOCATIONAL GUIDANCE AND COUNSELING PROGRAMS AND SERVICES - Determine the scope, quality and effectiveness of the Career Guidance and counseling programs and services provided to the Region.

PERSONNEL - Determine the personnel qualifications, as well as staff development activities and needs of occupational administrators, counselors and other services personnel

PROGRAM MANAGEMENT - Determine the program management structure and its effectiveness for managing the Career Guidance Center.

COMMUNITY RESOURCES - Determine the extent and adequacy of community resources which are being utilized by the Career Guidance Center staff.

You should formulate your own specific questions to complete the interview tasks; but the interview should be structured to the extent that the answers to an array of questions will allow you to fulfill the Primary Goal by the conclusion of the interview. Interviews need not adhere strictly to the outline in the booklet. The page following the guide entitled, Post-Interview Conclusions, is provided to aid you in organizing your thoughts after each interview.

PRINCIPLES OF INTERVIEWING

Interviewing is a basic method- a machine - a carefully thought-out communication technique for finding out from interviewees how things are and how people feel and think. The interview itself is not intended to change or influence the respondent. The interviewer, therefore, must be an understanding person, capable of accepting what respondents say without judging or rejecting them.

- a. Be friendly and informal but, at the same time, professional in your manner.
- b. Be an understanding, interested and attentive listener.
- c. Be neutral. Do not express your own opinions.
- d. Be observant to body language.

An Aid To More Effective Interviewing

COMPONENT AND GOAL

KEY WORDS AND PHRASES

Planning and evaluation

Determine the adequacy of the planning and evaluation processes utilized within the agency and the products of those efforts.

Planning, evaluation, goals & objectives, evaluation activities, communication of evaluation results, future activities, new services, affect if center closes, planning process.

Program Management

Determine the program management structure and its effectiveness for managing the Career Guidance Center.

Management structure, effectiveness, operation within agency, local support, communication with agencies, public relations systems, financial resources, operational effectiveness, access to administrators of serviced agencies.

Personnel

Determine the personnel qualification, as well as staff development activities and needs of the occupational administrators, counselors and other service personnel who are a part of the Career Guidance Center.

Tasks of staff, position descriptions, personnel development system, inservice training & development, staff qualifications

Vocational Guidance and Counseling Programs and Services

Determine the scope, quality and effectiveness of the Career Guidance and Counseling Programs and the Services provided to the region.

Scope, quality, effectiveness, agencies service', special needs _____, specific programs, career information, utilization of programs and services, additional services to be provided, LEA knowledge of purpose of Career Guidance Center.

Community Resources

Determine the extent and adequacy of community resources being utilized by the Career guidance Center staff.

Extent, adequacy, background of advisory council, council planning of CGC. Center's provision of community resources, coordination of services by CGC, types of available community resources.

MAJOR GOALS OF THE CAREER GUIDANCE CENTERS

1. TO ASSIST PUBLIC AND PRIVATE AGENCIES PROVIDE CAREER GUIDANCE SERVICES FOR ALL AGES, EMPHASIZING EDUCATIONAL AND VOCATIONAL OPTIONS, AND EDUCATIONAL AND JOB PLACEMENT.
 - A. INITIATION OF ACTIVITIES
 - B. IMPLEMENTATION OF ACTIVITIES
 - C. IMPROVEMENT OF ACTIVITIES
2. TO ASSIST VOCATIONAL AND GUIDANCE COUNSELORS IN PUBLIC AND PRIVATE AGENCIES BY PROVIDING TECHNICAL ASSISTANCE AND/OR TRAINING IN SPECIAL AREAS OF CONCERN:
 - A. SEX ROLE STEROTYPING
 - B. LIMITED ENGLISH-SPEAKING ABILITY
 - C. SECOND CAREER SEEKERS
 - D. LATE IN LIFE JOB MARKET ENTERERS
 - E. HANDICAPPED
 - F. EARLY RETIREES
 - G. ECONOMICALLY DEPRESSED
 - H. CAREER PROBLEMS OF GIRLS AND WOMEN
 - I. YOUTH AND ADULT OFFENDERS IN CORRECTIONAL INSTITUTIONS
3. TO ASSIST AGENCIES TO BRING WORKERS INTO THE SCHOOL TO INTERACT WITH STUDENTS AS A PART OF THE AWARENESS AND EXPLORATORY ACTIVITIES.

TWO BASIC RESEARCH QUESTIONS ARE BEING ASKED:

1. WHAT AFFECT HAS THE CAREER GUIDANCE CENTER HAD ON THE REGION?
2. WHAT PROGRAMS, SERVICES, ACTIVITIES OF THE CAREER GUIDANCE CENTER WILL HAVE A LASTING EFFECT ON THE REGION?

PLANNING AND EVALUATION

PRIMARY GOAL

Determine the adequacy of the planning and evaluation processes utilized within the agency and the products of those efforts.

INTERVIEW TASKS

1. Determine the existence and relevance of goals and measurable objectives for the Career Guidance Center. (CGCP)
2. Determine the extent to which the goals and objectives of the Career Guidance Center are being met.
3. Determine what local evaluation activities have been planned and implemented (e.g. community resource follow-up, inservice participant follow-up, or needs assessments). (CGCP)
4. Determine the extent to which evaluation results have been communicated to the Administrative agency.
5. Determine staff awareness of future activities and emphases.
6. Determine the services that now exist because of the center.
7. Determine the affect on the region if the center were to be closed.
8. Determine the planning process used by the Career Guidance Center staff.

PROGRAM MANAGEMENT

PRIMARY GOAL

Determine the program management structure and its effectiveness for managing the Career Guidance Center.

INTERVIEW TASKS

1. Determine the level of understanding within the administrative agency, how the Career Guidance Center operates in order to provide services to LEA's. (CGCP)
2. Determine the local support for the continuation of the Career Guidance Center.
3. Determine the adequacy of a two way communication and working relationships between the Career Guidance Center and the various agencies. (CGCP)
4. Determine the adequacy of the public relations systems. (Target groups - methods) (CGCP)
5. Determine the adequacy of financial resources for the Career Guidance Center.
6. Determine the operational effectiveness of the existing structure.
7. Determine Career Guidance Center staff's access to top administrators in serviced agencies.

VOCATIONAL GUIDANCE AND COUNSELING PROGRAMS AND SERVICES

PRIMARY GOAL

Determine the scope, quality and effectiveness of the Career Guidance and Counseling Programs and Services provided to the region.

INTERVIEW TASKS

1. Determine the variety of agencies serviced by the Career Guidance Center.(CGCP)
2. Determine the extent to which agencies are being assisted to meet the needs of:
 1. Limited English speaking
 2. Sex role stereotyping
 3. Second career seekers
 4. Late in life job market enterers
 5. Handicapped
 6. Early retirees
 7. Economically depressed
 8. Career Awareness - Elementary
 9. Career Exploration - Jr. High through adults
 10. Youth and adult offenders in Correctional Institutions
 11. Placement
 12. Use of community resources in the classroom and for field trips
 13. Abilities, interests, and aptitude testing.
3. Determine the specific programs offered by the center. (CGCP)
4. Determine the availability of current career information disseminated by the Career Guidance Center. (CGCP)
5. Determine the extent to which programs and services are utilized by serviced agencies.
6. Determine what additional services could be provided to the agencies to improve the guidance/counseling component in the region.
7. Determine the local educational agency's knowledge of the Career Guidance Center. (CGCP)

PERSONNEL

PRIMARY GOAL

Determine the personnel qualifications, as well as staff development activities for needs of the occupational administrators, counselors and other service personnel who are a part of the Career Guidance Center.

INTERVIEW TASKS

1. Determine the level of understanding within the administration as to the tasks of the Career Guidance Center staff.
2. Determine if position descriptions exist for Career Guidance Center staff.
3. Determine if a personnel development system exists for Career Guidance Center staff which includes a) a means of identifying personnel development needs; b) the development of individual and group development plans.
4. Determine the adequacy of inservice training and development of Career Guidance Center staff.
5. Determine the general qualifications of the Career Guidance Center's staff, considering certification, work experience, teaching and/or counseling experience and knowledge of the world of work. (CGCP)

COMMUNITY RESOURCES

PRIMARY GOAL

Determine the extent and adequacy of community resources being utilized by the Career Guidance Center staff.

INTERVIEW TASKS

1. Determine the background of persons on the advisory council. (CGCP)
2. Determine the degree to which the advisory council is involved in the Career Guidance Center program planning.
3. Determine the Career Guidance Center's effectiveness in providing community resources for inservice activities for student services personnel or as recommended resources for occupational information programs.
4. Determine the coordination of programs and services by the Career Guidance Center for serviced agencies. (e.g. local job counseling programs, CETA, placement centers, etc.)
5. Determine the types of community resources available for use by agencies serviced by the Career Guidance Center.

Evaluation Report Format

A separate page for each of the six Program Components for Evaluation will be included in the Evaluation Report which will be presented to the local agency personnel. An example of a blank Evaluation Report section is shown below. The relationship between this form and the Post-Interview Conclusion Recording Form is apparent. Comments recorded as a result of each interview should be structured to aid in the preparation of the Evaluation Report.

Conclusions	Recommendations	Suggested Improvements

Educational Operations Concepts, Inc.

1400 Brompton

Saint Paul, Minnesota 55108

March 7, 1979

TO: The nineteen Career Guidance Center Directors in Illinois

FROM: Fred C. McCormick, Ph.D., President and Project Director:
"A Study to Evaluate the Nineteen Regional Career Guidance
Centers within Illinois"

It is good to be associated with you and IOE/AVTE in this project, and to have been with you in Peoria, as well as at some of your Centers. I am looking forward to visiting the rest of you, at your Centers, soon. Thank you for making us feel so welcome, and for your flexibility in being available, according to our combined (and somewhat complex) scheduling.

At the orientation site visitations, we have been discussing at least six major topics, which include:

- 1) Concerns/needs/potentialities related to the evaluation study (third-party evaluation services, technical assistance in locally-directed evaluation activities, and working relationships in general);
- 2) Preliminary planning for on-site evaluations (schedules, types of on-site team personnel, size of team, agenda, lodging and work area accommodations, advance materials to team members, interviewee selection and interview content, and exit interview/reporting considerations);
- 3) Potential/proposed on-site evaluation team members from your region who might serve with an on-site evaluation team in another region (expenses, distances they might be willing to travel, etc.);
- 4) Suggestions for staff development activities related to evaluation;
- 5) Any other topics which you may wish to discuss (in order that our planning for evaluation activities will result in outcomes of maximum benefit to each Center); and

Page Two
March 7, 1979

- 6) Obtaining all appropriate background materials and documentation from each site (as background for our further planning of evaluation activities), and including:
- schedule of available dates for site visitations;
 - original proposal;
 - reports and exhibits (e.g. quarterly/end of year) to administrative agency and IOE/AVTE;
 - maps of the region;
 - descriptions of the region/data profiles describing educational and other human resource target groups and services;
 - memos and newsletters (with a request that we be put on your mailing list);
 - locally-directed evaluation plans and products (completed or planned);
 - In summary, any and all documentation which might help us know you and your region better (in terms of what activities your center has performed, is performing, or is planning to perform).

Many of you have already provided me with some or all of the requests for materials suggested above. Your continuing to provide these materials, either by mailing or directly to me when we are together, is and will continue to be appreciated.

In addition, your completing the attached forms and returning them to me by March 15, if possible, will be appreciated:

- Schedule of Available Dates (March-June, 1979);
- Potential/Proposed Personnel to be interviewed in your region, as part of the (future) on-site evaluation;
- Potential/proposed team members from your region who might serve with an on-site evaluation team in another region.

Thank you again for the assistance and cooperation you are providing.
Kindest regards.

Career Guidance Center/Region No. _____

Potential/Proposed Personnel from this Region Who Might Serve on a Site Review
Team in Another Region

<u>NAME</u>	<u>POSITION/ORGANIZATION</u>	<u>ADDRESS</u>	<u>TELEPHONE</u>
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Thank you.
Please return to:
Fred C. McCormick
Educational Operations Concepts, Inc.
1400 Brompton
Saint Paul, Minnesota 55108

Career Guidance Center/Region No. _____

Potential/Proposed Person/Group to be Interviewed in this Region as Part of the
(Future) On-Site Evaluation

PERSON/GROUP

POSITION/ORGANIZATION

ADDRESS

TELEPHONE

Thank you.
Please return to:
Fred C. McCormick
Educational Operations Concepts, Inc.
1400 Brompton
Saint Paul, Minnesota 55108

Memo To: Career Guidance Team Members
 From: Educational Operations Concepts, Inc.
 Date: May 7, 1979
 Subject: Career Guidance Center Evaluations

We would like to take this opportunity to thank you for your willingness to serve as a team member for a Career Guidance Center Evaluation. We are certain that you have a variety of unanswered questions and are seeking information about your commitment. It is, therefore, the intent of this memo to identify some of the activities associated with this evaluation process and provide you some insight into the "what's and how's".

1. Motel reservations will be made for you at the site by the site director. It is rather important for you to stay with the team at the motel during the on-site visitation since we will be holding discussions and doing most of our writing in the evening. If, for some unexpected reason, you cannot stay with the team during the evaluation process, please notify us as soon as possible.
2. Please ask your resource person who will be traveling with you to keep a log of expenses for reimbursement. Please note that they will be called upon to pay their own motel bill and other expenses at the time they are incurred, with reimbursement coming from our company at a later time. It is appropriate that you both carry enough cash, checks, or credit cards to cover expenses. Receipts will be needed for the motel, tolls and cab fare over \$5.00.
3. Materials will be available for review the evening before the evaluation including the site review profile. Also our collection of materials from all the centers will be available for an exchange of ideas.
4. An orientation meeting is scheduled for the entire team at 8:30 A.M. on the first morning. This meeting will take place at the motel before proceeding to the sites for interviewing. This meeting will provide you with the specific details for the evaluation procedures.
5. When you arrive, ask the desk clerk where my room is located and/or where the team will be meeting. In some cases the orientation meeting will be held the night before the evaluation. (Check schedule for name of team leader)
6. We look forward to working with you on this project. If you have any questions, concerns, or problems, please feel free to contact Dorothy Lawson at her office or on the road (check the schedule for locations), or Fred McCormick, on the road.
 Dorothy M. Lawson
 1024 Colony Lane
 Charleston, Ill.
 217-345-6362 or 217-348-0664
7. A brief schedule of events is listed below:

Orientation Meeting	8:30 A.M.	First Morning
Interviews	AM - PM	First Day
Begin Drawing Conclusions and Preparing Report	PM	First Day
Further Exploration	AM	Second Day
Finish Report	AM - PM	Second Day
Summary Report	2:30 PM	Second Day

Memo to: Site Directors

Topic: Preparation for Site Evaluation

Date: May 7, 1979

From: Educational Operations Concepts, Inc.

We have just finished two site evaluations. The first at Region 16, at Lewis and Clark Community College, with Rick Jouett and Millicent McAfoss; the second at Region 17, with George Bertolino at the Educational Service Region, McDonough Co.

We are now ready to continue evaluating the rest of the centers. Enclosed you will find a schedule of dates (1) Date of site evaluation, (2) Date and location of site where you will be a member of the evaluation team, and the revised Career Guidance Center Profile. You will receive a copy of the team members handbook when you join an evaluation team.

The site directors need to prepare for their own evaluation in the following manner:

1. Complete the CGC profile and prepare a maximum of five (5) copies.
2. Reserve motel rooms for each evaluator and team leader as indicated on the schedule. Reserve rooms for the night before the evaluation, and the following night. Call each evaluation team member and leader to confirm reservations and give directions to the motel.
3. Plan to have any additional materials needed for review by the evaluation team, at the motel on the first night.
4. Be prepared to meet with the evaluators at 8:30 AM the first morning.
5. Schedule groups to be interviewed at a central site(s) in groups of 4-6 people. Two groups can be scheduled simultaneously in the morning and afternoon. Possible groupings are:
 - a. Administrative agency personnel
 - b. Counselors
 - c. Public agency personnel
 - d. School administrators
 - e. Junior college personnel
 - f. Advisory committee members
6. Be prepared to identify any additional personnel for interviewing the second day if more input is needed.
7. Have a typist available to type and make copies of the report.
8. Provide a work room either at the motel or at the site.(preferably-motel)
9. Plan for a summary conference with your administrative agency and regional vocational director at approximately 2:30 PM of the second day.
10. Make your administration agency and regional vocational director aware of the evaluation.

Your interest and cooperation in furthering the concept of the Career Guidance Center by hosting and serving on an evaluation team is greatly appreciated.

SCHEDULE OF SITE EVALUATION
OF
CAREER GUIDANCE CENTERS

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DATE OF EVALUATION	SITE TO BE EVALUATED	LOCATION	SITE DIRECTOR TO SERVE ON EVALUATION TEAM	
May 1 & 2	16	Lewis & Clark Comm. Coll. Godfrey, Ill.	M&L*	
3 & 4	17	ESR McDonough Co. Macomb, Ill.	M&L	
14 & 15	19	Carl Sandburg Coll. Galesburg, Ill.	13	L
16 & 17	18	Ill. Central Coll. East Peoria, Ill.	12	L
22 & 23	12	Lake Land Coll. Mattoon, Ill.	16	M & L
24 & 25	13	Southeastern Ill. Career Guidance Center Flora, Ill.	14	M & L
29 & 30	2	ESR Boone-Winnebago Rockford, Ill	4	M
29 & 30	11	Urbana School District Urbana, Ill.	18	L
31 & June 1	10	Joliet Jr. Coll. Joliet, Ill.	8	L
31 & June 1	1	Highland Comm. Coll. Freeport, Ill.	5	M
12 & 13	4	Kishwaukee College Malta, Ill.	9	M
12 & 13	15	Belleville Area Coll. Belleville, Ill.	10	L
14 & 15	5	Oregon C. U. Dist. 220 Oregon, Ill.	19	M
14 & 15	14	Alexander-Pulaski ESR Tamms, Ill.	11	L
18 & 19	3	College of Lake Co. Grayslake, Ill.	1	M
18 & 19	9	Thornton Community Coll. South Holland, Ill.	17	L
20 & 21	7	Triton College River Grove, Ill.	2	M
26 & 27	8	City Colleges of Chicago Chicago, Ill.	3	M
28 & 29	6	College of DuPage ¹⁶ Glen Ellyn, Ill.	7	M

* Donotes Team Leader

Date

Name
Name of Agency
Street Address
Town, Illinois Zip Code

Dear

A vital aspect today is the continual assessment of programs and services being provided throughout Illinois. One important segment of such assessment has been achieved by external on-site evaluation team visitations at the nineteen regional Career Guidance Centers throughout Illinois. The evaluation process has been made possible through a contract with Educational Operations Concepts, Inc., a Third-Party Evaluator, with the cooperation of a number of people, such as you, both within the regional Career Guidance Center and from other Career Guidance Center regions, as well.

Your help and cooperation during the preparation and conduct of the on-site team review visitation is surely appreciated in our efforts to assess the effectiveness and impacts of the Career Guidance Centers. Kindest regards.

Sincerely,

James R. Galloway
Assistant Superintendent
Adult, Vocational and Technical
Education

Phone: (612)644-5325

Educational Operations Concepts, Inc.

1400 Brompton

Saint Paul, Minnesota 55108

July 20, 1979

TO: The Nineteen Career Guidance Center Directors and Statewide Leadership,
IOE/AVTE.

FROM: *Fred* Fred C. McCormick, Ph.D., President

RE: Final Copies of Report of the Site Review Team, relating to a Study
to Evaluate the Nineteen Regional Career Guidance Centers within Illinois.

It is a real pleasure to transmit to you final copies of the Report of the Site Review Team for your particular Career Guidance Center. Please note that the report has been written to stress Program Improvement, and not Program Approval.

Please share a copy of the report with your Administrative Agency and your Regional Vocational Director. It is suggested that the report also be shared/discussed with your Advisory Council (or Steering Committee) as well as any and all others. (May I also suggest that you might share a copy of your report with each of the other Career Guidance Center Directors). The "camera ready" originals of each of the reports will be brought to Springfield.

Also enclosed, for your review and comments, is a draft of the Composite Evaluation Report, based upon the nineteen on-site reviews. Your comments and suggestions for additions/deletions will be particularly appreciated and considered, in the completion of the final Composite Evaluation Report, if sent to me (in writing, please) within one week of your having received this draft. Please write your suggestions directly on the draft copy, itself, and mail back to me. A final report of the Evaluation Study is being completed and will include the Composite Evaluation Report, a draft of which you now have for review and comment.

Your assistance in making arrangements and having us at the Center (as well as your serving on a Review Team) has surely been appreciated by all of us: Dorothy Lawson, yours truly and the other Team members from Illinois. Thanks for all that you and the others at the Career Guidance Center did (before, during and after our visitation) to enhance the success of the evaluation efforts.

I hope you are enjoying a fine summer. As some Texan friends of ours always say, "Take care, and let us hear!"

Kindest regards,